



## Introduction

Welcome to Eastern Suffolk BOCES Arts-In-Education programs. This is a regional service including both Eastern and Western Suffolk school districts. We look forward to your students engaging in the many and diverse activities available to you.

Clearly, the arts add a measure of entertainment to our lives, and the arts and artists presented in the Arts-In-Education (AIE) program go far beyond that. They enable students to integrate what they learn about people, events, places, ideas and concepts into their own lives. Arts programs promote personal growth and community understanding. The research supporting arts in education confirms the importance of the arts as part of each student's education (see <http://aep-arts.org/Research.htm>). The arts also have rich and relevant connections to classroom work that support and enhance the curriculum which New York State teachers are mandated to teach.

Your appointment to your school district's Cultural Arts Committee is indicative of your commitment to the role that the arts play in the education of the whole child. This Handbook will make your job more efficient, effective and satisfying for yourself as well as for the students, teachers, administrators and artists who reap the benefits of AIE programming. Much of the material here is in the form of easy-to-use checklists and templates you can copy and use, or distribute as needed. We invite your feedback on the Handbook so that we can continue to serve you, your schools and the students.

## Using the Arts in the Classroom

It is important to recognize that the arts have a place in the classroom not only for their own sake, but also for the way in which they enliven and support all academic disciplines. Maintaining an awareness of the needs of all those in your school community is a critical part of ensuring that everyone involved values the role of the arts. This includes:

- Students
- Teachers
- Principals
- The District Arts Coordinator
- The Custodial staff
- Artists and performers

Teachers and administrators are responsible for making sure students attain certain standards in the arts (<http://www.p12.nysed.gov/ciai/arts/artstand/home.html>) as well as in the other curricular areas. Understanding the seriousness of this responsibility will help you cultivate the best possible rapport with staff. Familiarize yourself with the New York State Common Core Learning Standards so that you can consider them as you plan programs for the teachers and students. Details of the Learning Standards are available at: [http://www.p12.nysed.gov/ciai/common\\_core\\_standards/](http://www.p12.nysed.gov/ciai/common_core_standards/).

For arts integration ideas, NYS Education Department would like to refer you to the new Virtual Learning System to encourage the use of the Internet as a tool for teaching and learning and to assist classroom teachers in locating Internet resources for instruction.

<http://eservices.nysed.gov/vls/welcome.do>. And to locate info on Arts-in-Education, go to: <http://www.p12.nysed.gov/ciai/arts/aie/home.html>

## Overview of BOCES AIE Services

BOCES Arts-In-Education (AIE) program provides service to school districts for integrating music, theater, dance, literary arts and visual and media arts into the classroom. Professional development for both arts and classroom teachers related to arts activities is also provided through the Arts-in-Education CoSer (BOCES' Cooperative Service).

By contracting programs through BOCES AIE, school districts are eligible to receive reimbursement from New York State for a portion of the costs of those programs. This is possible because BOCES is authorized by the NYS Education Department to operate what is known as a Cooperative Services (or CoSer) agreement, which provides for partial reimbursement when services are shared by more than one school district. The State Aid Reimbursement for any given school year is returned to the district the summer after the following school year (call for details).

Other benefits include:

- previewing artists and programs,
- AIE staff,
- recommendations from other school districts,
- an extensive online catalogue of performers and programs, organized to help you select art experiences that correlate to the curriculum and fulfill a particular need or niche. See our website: [www.esboces.org/AIE](http://www.esboces.org/AIE).
- evaluations of Arts-In-Education programs, available online,
- workshops that help you make the best use of AIE services,
- meetings and networking opportunities for interacting with Cultural Arts Representatives and Arts Coordinators from other districts,
- symposiums on specific arts standards and art genres
- videoconferencing opportunities with cultural organization and artists nation-wide
- an Arts Education Speakers Bureau
- a calendar of scheduled programs with contact information for you to preview a program
- monthly *Star* Newsletter, available online under Newsletters & Publications
  - see website for current and archived issues, dating from 2004

## EXPLORATORY ENRICHMENT

Another program offered through Eastern Suffolk BOCES and our office is Exploratory Enrichment. This service offers programs that enrich the traditional curriculum, bring in experts in a particular field or discipline or bring students to a study site. They address one or more of the NYS Learning Standards *except* for NYS Learning Standards for the Arts.

In general, though, they address non-arts standards and disciplines. There are many similarities to the Arts-In-Education service insofar as bringing in a presenter for a performance, workshop(s) or residency or using an off-site facility such as a science center, etc. Exploratory Enrichment programs are listed on our Website. Some of the rules that must be followed for Exploratory Enrichment are:

1. More than one district must use the presenter during the school year in order for it to be eligible for State Aid reimbursement,
2. If the program is going to occur at a non-school facility such as a science center, etc., the fee must be a comprehensive use fee. Individual per person entry fees are not permitted.
3. Professional Development is not available through this service.
4. Transportation is not eligible in this service.

## Using AIE Services

### ***Planning***

Thoughtful planning helps ensure the success of AIE programs in your school. A planning committee that includes the Cultural Arts Representative, teachers, administrators, parents and even students can select artists and programs. The committee should plan programs with the curriculum in mind and start by discussing classroom needs with teachers, building administrators, building/district arts staff and/or curriculum and instruction administrators. Are there particular classroom lessons and learning activities that would be more effective or would be enhanced by the addition of an arts program?

If teachers are interested in programs that support a specific curriculum topic, be sure to find out when that topic is actually studied during the school year. Discuss whether the AIE program will serve as an introduction, middle or culmination to the unit, or an extension of what has already been learned. Note the optimal time for scheduling a particular program so you schedule a program when the subject matter is being taught in class.

Your planning committee should consider the purpose for bringing the artist to the school; how this art experience *improves* learning for the students; how it aligns with the NYS Learning Standards for the related academic discipline(s); and how it integrates with the teachers' and district's curriculum goals.

Other items to address include the following:

- details of what will occur each time the artist is with the students
- what the artist needs to be successful
- what the school can provide to support the activity
- what preparation the students need and what follow-up is suggested
- how the art experience will be evaluated.
- will this program take place when that particular curriculum is being studied.

### ***Finding, Reviewing and Selecting Programs***

Once you and your planning committee have identified the school's needs, AIE Services provides numerous resources to help you find programs that can fill them. These include:

- The up-to-date ONLINE Arts-in-Education & Exploratory Enrichment Program Catalogue (<http://www.esboces.org/AIE>)
- Artist showcases held each school year by regional PTAs and Library Systems and announced via email and our online calendar
- Reports on artist performances that the AIE staff have seen at local, regional, national and international showcases and conferences
- AIE monthly online calendar of events, enabling you to preview programs booked at other school districts throughout Suffolk County
- The Arts-In-Education Program Evaluations, with evaluation reports from school districts that contracted with individual artists/performers the previous year, available online
- Artists' letters of reference on file in the AIE office
- Regularly scheduled AIE Advisory Council Meetings where you can perhaps see a performance, engage in a workshop and network with peers from other districts
- You can also call the AIE office for recommendations. Once you've identified the type of program you are interested in, the checklists that follow help you through booking, preparing for and evaluating a performance in your school or district.

## Booking a Program

*This procedure applies to vendors who do **not** require advance payment.*

- ✓ **Please allow 4 weeks for processing contracts.** Our office must complete a Purchase Order and get a contract to the artist at least 2 weeks before the program date. Artists must also have time to sign and return the contract before the program for it to be legally binding, thereby authorizing them to perform the contracted service. This required time frame allows you to receive study guides and other materials in a timely fashion for the teacher to prepare students for the performance, workshop, residency or field study.
- ✓ **LATE CONTRACT REQUESTS on or after the date of the program cannot be fulfilled through ES BOCES Arts In Education office.**
- ✓ Meet with your planning committee to decide what sort(s) of program(s) is (are) needed.
- ✓ Use the AIE resources to select an artist or contact our office for recommendations.
- ✓ Follow your district's protocol for arranging on-site programs or arranging transportation for off-site programs. (Remember that transportation costs are not eligible for aid).
- ✓ Contact the artist/organization. Make sure you fully understand what the program is about and how it will be presented. Discuss your specific and special requirements with the artist at this time. **Find out if photography or video is permitted. If not, please inform all school personnel to assure there is no copyright or release infringement.**
- ✓ Set the date(s), time(s) and location(s). If you are booking an off-site event, indicate the number of students who will participate. If tickets are needed, ask the vendor to either hold your tickets at their location or send them directly to the school.
- ✓ Go to our online catalog to access the School District BOCES Arts-In-Education/Exploratory enrichment Contract form: [http://www2.esboces.org/aie/artists/aiewebsite/aie\\_contract.aspx](http://www2.esboces.org/aie/artists/aiewebsite/aie_contract.aspx) Once it is completed, you will see whether it is a Arts or Exploratory program. After it is submitted online, make sure to have it signed by your district's authorized Arts-In-Education Coordinator and faxed to the AIE office.
- ✓ Once we have the signed Contract Request, we send copies of the actual contract to both school district and the vendor (artist/art organization/presenter).
- ✓ Your district AIE Coordinator will be receiving Email Alerts for information about each step of the contracting and evaluating processes.
- ✓ Immediately inform the school building administrators, teachers and other any other staff (ex. A/V personnel, custodians, etc.) participating in making the program successful to record the date on their calendars. If your school has a building-wide calendar, ask the Principal to add the program to avoid conflicts with field trips and other school events.
- ✓ Inform the vendor that, after the performance, invoices must be signed by authorized school personnel and then sent to the BOCES AIE office (not to the school/district) by mail or fax 631-286-6991.
- ✓ See section entitled "Preparing for your Event."

## Booking a Program that Requires Advance Payment

*This procedure applies to vendors who require advance payment.*

- ✓ **ALLOW AT LEAST 5 weeks for processing advance payment contracts.**
- ✓ Meet with your planning committee to decide what sort(s) of program(s) is (are) needed.
- ✓ Use the AIE resources to select an artist or contact our office for recommendations.
- ✓ Follow your district's protocol for arranging on-site programs or arranging transportation for off-site programs. (Remember that transportation costs are not eligible for aid).
- ✓ Contact the artist/organization. Make sure you fully understand what the program is about. Discuss your specific and special requirements with the artist at this time. **Find out if photography or video is permitted. If not, please inform all school personnel to assure there is no copyright infringement.**
- ✓ Set the date(s), time(s) and location(s). If you are booking an off-site event, indicate the number of students who will participate. If tickets are involved, ask the vendor to either hold your tickets at their location or send them directly to the school.
- ✓ **Ask the vendor for the payment due date and for an invoice. You must allow the AIE staff 5 weeks processing time to make certain that we can get your advance payment to the vendor on time.**
- ✓ Go to our online catalog to access the School District BOCES Arts-In-Education/Exploratory enrichment Contract form: [http://www2.esboces.org/aie/artists/aiewebsite/aie\\_contract.aspx](http://www2.esboces.org/aie/artists/aiewebsite/aie_contract.aspx) Once it is completed, you will see whether it is a Arts or Exploratory program. After it is submitted online, make sure to have it signed by your district's authorized Arts-In-Education Coordinator and faxed to the AIE office.
- ✓ **You must include the vendor's invoice with the contract request.**
- ✓ Once we have the signed Contract Request, we send copies of the actual contract to both school district and the vendor (artist/art organization/presenter). The required advance payment will be sent to the vendor separately.
- ✓ Your district AIE Coordinator will be receiving Email Alerts for information about each step of the contracting and evaluating processes.
- ✓ Immediately inform the school building administrators, teachers and other any other staff (ex. Secretaries, AV personnel, custodians, etc.) who will be participating in making the program a success to record the date on their calendars. If your school has a building-wide calendar, ask the Principal to add the program to it so as to avoid conflicts with field studies.
- ✓ See the checklist entitled "Preparing for your Event."

## Preparing for your Event

### ***As early as possible:***

- ✓ Inform the building Principal about the event details. Use the template called “Setting the Stage for our Arts-In-Education Programs,” found in the Appendix.
- ✓ If feasible, attend a faculty or grade level meeting to discuss the upcoming program with the staff. This provides an opportunity for the Principal to communicate his or her support of the program as well as encourage teachers to prepare the students for the program. Often a special area teacher such as the librarian, art or music teacher will consider doing a related/integrated activity with the students.
- ✓ Provide **each participating teacher** with a copy of the study guide or any other preparatory materials the artist/presenter has sent **at least two weeks in advance of the program so that the teachers can incorporate the pre-event activities into their teaching**. Add your own cover page, including: program title, brief description and schedule for the presentation. Your cover page could also include a note from the Principal requesting that the teachers use the attached materials to prepare students for the program.
- ✓ Send a “news release” or brief description of the program to the publicity person at the district. Offer to send pictures taken at the event.
- ✓ Reserve rooms and any AV or other equipment the artist has requested. Provide the Principal, Main Office staff and head custodian with a complete list. Make sure the AV equipment is in good working order.
- ✓ Meet with the Principal to review the program details, including access to the room you’ve reserved. If that room is used for other purposes that day, make sure the performers will have ample time for set up and break down. Request that the Principal contact any teachers who will need to teach in an alternate site to accommodate the program. Discuss whether special seating needs to be arranged so that all students will have an unobstructed view.
- ✓ Contact the Main Office staff and custodian(s). Be very specific about what the artist needs, and be sure to explain why. Discuss things like mopping the stage or breaking down school equipment prior to the artist’s arrival. Be sure to ask if the head custodian anticipates any problems with your requests, especially if the event is an early morning program. Always ask if there is anything that you can do to help.

## Preparing for your Event (con't)

### ***One week prior to the program:***

- ✓ Contact the artist/organization to confirm date, time, specific requests and that they have received, signed and returned the BOCES Contract. Review the schedule, set up, room use, food provisions, driving directions. Try to speak directly to the artist whenever possible. To provide for emergencies, get a cell phone number from the artist and give him/her a contact number for the Cultural Arts or school representative. Remind the artist of the learning goals and outcomes such as curricular connections or important themes your school is working on.
- ✓ Double check room reservations, equipment reservations, etc.
- ✓ Remind the Principal, Main Office staff and custodian(s) about the upcoming program. Be sure to ask who will be introducing the artist and closing the program. Provide him/her with a brief statement to use as an introduction.
- ✓ Put a friendly reminder in the teachers' mailboxes or email them. You will get an email with the link to the online Evaluation Form for them to complete **online after** the program.
- ✓ The day before the program, touch base once more with the Principal and head custodian.

### ***On the program day:***

- ✓ Arrive at the school early and check on all facility and equipment needs.
- ✓ Meet the artist(s), help them get comfortable in the school setting, and ask the custodian(s) to help with unloading artist equipment. Provide a cup of coffee, cold water and a snack while the artist is setting up. Make the artist aware of any time constraints you may have due to lunch schedules, etc.
- ✓ Introduce the artist to the Principal and whoever will be introducing the program. Review the introduction information.
- ✓ If the event is an assembly, remind the office personnel of when to call the classes so that the program can begin on time.
- ✓ Take photos of the event showing students interacting with the artist(s) **only if you have received the artist(s)' permission and your school has proper student releases. If no photography is allowed during the program, ask the artist to pose with students afterward.**
- ✓ After the program, assist the artist with breakdown and loading equipment. Be sure to give the artist some feedback about the program.
- ✓ Remind the artist to submit the invoice either to the person in the district authorized to sign the invoice, or to fax it to the BOCES AIE office who will get the required signature.
- ✓ See the "Post Program/Event Follow-up" checklist.

## Post Program/Event Follow-Up

- ✓ Send a thank-you note to the custodian(s) and participating teachers with a “cc” to the Principal.
- ✓ Send a thank-you letter to the artist(s). Letters that can be used as references are always appreciated.
- ✓ Payment to the artist(s) for their services is dependent upon the receipt by the AIE office of an invoice **signed by the district’s authorized signatory**.
- ✓ The vendor is responsible for forwarding the invoice to the AIE office for payment. If the field study, on-site program or off-site event did not require advance payment, be sure to remind the vendor’ to submit their invoice to the person authorized by your school district for the required signature.
- ✓ If the authorized signer is not available, and to be more efficient, suggest the vendor submit the invoice to the BOCES AIE office which will get the required signature. Faxes are acceptable (631-286-6991).
- ✓ Complete the **online** Evaluation Form. The District Coordinator will receive an email alert with links to the form to share with the applicable staff --Cultural Arts Representative, teacher(s), building administrators, Arts Coordinator – the day of the program.
- ✓ Please note that vendors will **not** be paid until the BOCES AIE office receives the evaluations. Note that it takes about a month for an artist’s payment to be processed, so please be kind and complete your evaluations online quickly.

## ✓ Reminders



***You are limited to artists and presenters who are listed in the online Arts-In-Education & Exploratory Enrichment Program Catalog.*** The Arts-In-Ed program should fulfill at least one of the *NYS Learning Standards for the Arts* (see Appendix); the Exploratory Enrichment program should fulfill at least one *NYS Learning Standards*.

- *Artists and presenters for programs not listed in the BOCES online catalog are required to complete the AIE Application forms and be reviewed and accepted by the Arts in Education Artist/Presenter Review Committee prior to being able to contract with them (see **Procedure for Booking Artist/Presenter not listed in online Program Catalog**).*



Never hire an artist unless you have checked his/her evaluations or personally seen his/her work.

- ☞ No artist is “BOCES approved.” Rather, Arts-In-Education programs are eligible for state aid through reimbursement **if they support** New York State Learning Standards for the Arts.
- ☞ Consider targeting a single grade level throughout the district for a particular art form each school year.
- ☞ Consider the advantages of workshops and residencies over single performances. Workshops and residencies give students hands-on opportunities to work directly with the artists. Residencies offer students opportunities for sustained learning through the arts.
- ☞ For performances, be sure to educate students as to proper “audience etiquette” (see Appendix).
- ☞ Never photograph, videotape or record an artist’s program without his/her prior permission.



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## **Procedure for Booking Artist/Presenter who is *not* listed in the online Program Catalog**

*For those of you who wish to contract for Arts-in-Education or Exploratory Enrichment programs with a presenter who is not listed in the online catalog, **the following procedures must be fully complied with** for consideration. Without fulfilling this process, the presenter will not be eligible to be contracted through either the BOCES Arts-in-Education or Exploratory Enrichment offices:*

1. You must allow a *minimum of 6-8 weeks* for processing applications, reviewing references and recommendations, and going before the Presenter/Program Review Committee.
2. The artist/presenter/organization first submits a completed and signed W-9 (accessible on our website) form with phone number and email address via mail or fax. Once this is registered, they will receive an email with their username and password in order to access the application forms and instructions. As of January 2012, there will be an application fee for all artists/presenters/organizations.
3. The artist/presenter/organization must complete the ESBOCES Arts-in-Education/Exploratory Enrichment **application and program description forms and send at least two recent letters of reference from schools, libraries, museums or similar educational venues.**
4. The ESBOCES Arts-in-Education office will review the application and references within 2 weeks of receipt. Based upon the quality of the program and the responses of the references, we make recommendations to the Presenter/Program Review Committee.

## Appendix

- *NYS Learning Standards for the Arts*
- *NYS Learning Standards for all disciplines*
- *Setting the Stage for our Arts-in-Education Programs*
- *The Role of the Principal*
- *Evaluation Form:*
  - *Arts in Education*
  - *Exploratory Enrichment*
- *Letter to New Artists/Presenters*
- *Audience Etiquette*
- *Glossary of AIE Terms*

# **NYS Learning Standards For The Arts**

## ***The arts are an important aspect of human learning.***

Though we all understand that the arts add a measure of entertainment to our lives, the arts and artists presented in the Arts in Education program go far beyond that. They help students integrate what they learn about people, events, and places into their own lives. These arts programs promote personal growth and community understanding.

## **New York State Learning Standards for the Arts**

### **STANDARD 1: CREATING, PERFORMING, AND PARTICIPATING IN THE ARTS**

**Students will actively engage in the processes that constitute creation and performances in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.**

Students will improvise, compose, and perform music, dance, and theatre pieces and will create visual art works. When students express their artistic ideas, they share with others their creations in a specific medium using the techniques of that discipline. Expression, technique, and sharing are the heart of the arts and arts education.

### **STANDARD 2: KNOWING AND USING ARTS MATERIALS AND RESOURCES**

**Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.**

To create and perform in the arts, people must convert ideas to sounds, images, or actions in different media. They must, therefore, know about the basic properties of the various mediums (such as pitch and duration in music or line and color in the visual arts), and how they work together in a performance or creation (such as harmonious movement in dance or tone of voice and gesture in theatre).

### **STANDARD 3: RESPONDING TO AND ANALYZING WORKS OF ART**

**Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.**

Expressing and sharing one's understanding and evaluations of artistic creations or performances is an important part of education in the arts. By understanding the connection between our responses to and preferences about art works on the one hand and the conditions that caused them, we gain an understanding of the arts and how to analyze and interpret them. Arts education programs encourage and guide students in this critical process.

### **STANDARD 4: UNDERSTANDING THE CULTURAL DIMENSIONS AND CONTRIBUTIONS OF THE ARTS**

**Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.**

Students should learn to connect the various art objects and performances with the people who created them and with the cultures that shaped the artists and their expressions. An arts education program will engage students in making the connections between the art works and the cultures from which they arise.

*NYS Learning Standards Website:*

<http://www.p12.nysed.gov/ciai/cores.html>

[www.nylearns.org](http://www.nylearns.org)

# NEW YORK STATE LEARNING STANDARDS

See [http://www.p12.nysed.gov/ciai/common\\_core\\_standards/](http://www.p12.nysed.gov/ciai/common_core_standards/) for updated Common Core Standards

## Health, Physical Education, and Family and Consumer Sciences

### **Standard 1: Personal Health and Fitness**

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

### **Standard 2: A Safe and Healthy Environment**

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

### **Standard 3: Resource Management**

Students will understand and be able to manage their personal and community resources.

## Mathematics, Science, and Technology

### **Standard 1: Analysis, Inquiry, and Design**

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

### **Standard 2: Information Systems**

Students will access, generate, process, and transfer information using appropriate technologies.

### **Standard 3: Mathematics**

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

### **Standard 4: Science**

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

### **Standard 5: Technology**

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

### **Standard 6: Interconnectedness: Common Themes**

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

### **Standard 7: Interdisciplinary Problem Solving**

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

## English Language Arts

### **Standard 1: Language for Information and Understanding**

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

### **Standard 2: Language for Literary Response and Expression**

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

### **Standard 3: Language for Critical Analysis and Evaluation**

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

### **Standard 4: Language for Social Interaction**

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

## NYS Learning Standards (con't)

### Languages Other Than English

#### **Standard 1: Communication Skills**

Students will be able to use a language other than English for communication.

#### **Standard 2: Cultural Understanding**

Students will develop cross-cultural skills and understandings.

### The Arts

#### **Standard 1: Creating, Performing, and Participating in the Arts**

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

#### **Standard 2: Knowing and Using Arts Materials and Resources**

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

#### **Standard 3: Responding to and Analyzing Works of Art**

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

#### **Standard 4: Understanding the Cultural Contributions of the Arts**

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

### Career Development and Occupational Studies

#### **Standard 1: Career Development**

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

#### **Standard 2: Integrated Learning**

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

#### **Standard 3a: Universal Foundation Skills**

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

#### **Standard 3b: Career Majors**

Students who choose a career major will acquire the career specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

### Social Studies

#### **Standard 1: History of the United States and New York**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

#### **Standard 2: World History**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

#### **Standard 3: Geography**

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

#### **Standard 4: Economics**

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanism

#### **Standard 5: Civics, Citizenship, and Government**

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

[http://www.p12.nysed.gov/ciai/common\\_core\\_standards/](http://www.p12.nysed.gov/ciai/common_core_standards/)

# Setting the Stage for our Arts-in-Education Programs

## *The Role of the Principal*

Upcoming Program: \_\_\_\_\_

Date: \_\_\_\_\_ Grade Level(s) Attending: \_\_\_\_\_

### Attached please find:

- Schedule of Presentations
- Technical and Facility Needs
- Introductory Information about the Artist and Program
- AIE Evaluation Form

## Dear Building Principal,

The Cultural Arts Committee greatly appreciates the opportunity to bring this special presentation to our school. Its success is greatly dependent upon the teacher(s)' full participation in the program, including the preparation that is done with students before the program. It also is best to have a well-prepared facility. You play a critical role in "setting the stage" for the program. Here are a few things with which we appreciate your help:

### Prior to the Program:

- Discuss the program and its curricular connections with the participating teachers far in advance of the performance date.
  - Encourage teachers to use the study guide materials provided by the cultural arts liaison to prepare the students for the program.
  - Remind teachers that they are partners with the artist(s)/presenter(s) in this learning experience for their students and their full participation and modeling of guest and audience behavior is appreciated.
- Review the facility needs with the custodian(s).
- Contact any teachers who will need to work in alternate sites because of the program.
- Review the schedule. Notify teachers who will have lunch or special schedule changes due to the program.
- Send a reminder to all staff about the program schedule a few days in advance.

### On the Program Day:

- If possible, please be available to quiet the audience and introduce the artist. (Introductory information is attached.) At the end of the program, please thank the artist and monitor the dismissal of the classes. If you cannot serve as the "host" for the event, please assign this important responsibility to a lead teacher who can be present for the entire presentation. **Artists are very impressed by schools that demonstrate good "concert manners."**
- Please be sure to complete an AIE Evaluation Form. Your comments about the program and your impressions of the students' and teachers' reactions are very helpful to us for future program planning.

**SAMPLE of EVALUATION Form**  
**ONLY ONLINE FORMS Accepted!**  
**Arts-In-Education Program**

**Evaluator Name\*:** \_\_\_\_\_ **Position:** \_\_\_\_\_ **Contract #:** \_\_\_\_\_  
*(\*required)*

|   |                      |
|---|----------------------|
| <b>Artist/Organization:</b>   | <b>Program Date:</b> |
| <b>Name of Program:</b>   |                      |
| <b>District:</b>  | <b>Building:</b>     |
| <b># of People Attended</b>   | <b>Grade Level:</b>  |
| <b>Type of Program:</b> _____ <b>Performance</b><br>_____ <b>Workshop</b><br>_____ <b>Residency</b> | <b>Art Form:</b>     |

Please rate the program: 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent, N/A

1. **Student Response**                       1     2     3     4     5     NA  
 Students engaged and attentive; response genuine and enthusiastic; minimal restlessness; students eager to participate; students appeared to understand the presentation.
  
2. **Artistic Quality**                       1     2     3     4     5     NA  
 Presenter skilled and dedicated to the art; program appropriate for students' age and curriculum; art form presented in enjoyable, artistic manner.
  
3. **Educational Quality**                       1     2     3     4     5     NA  
 Content was related to curriculum in unique, creative or innovative manner; there was a context for students' classroom experience; students able to understand aspects of the creative process.
  
4. **Presenter Interaction w/ Students**  1     2     3     4     5     NA  
 Students encouraged to participate in the program in a meaningful way; presenter reacted to students' question and answer appropriately, used higher order thinking and age appropriate vocabulary.
  
5. **Technical Quality of Program**                       1     2     3     4     5     NA  
 Presenter easily seen and heard; effective use of lighting, props and sound effects; costumes were appropriate and well done; creative presentation elements were included; program was well paced and began and ended on time.                      **OVER →**
  
6. **Study Guides/Support Materials**                       1     2     3     4     5     NA  
 Teacher prep materials were provided; they were well designed and clear; materials arrived at least two weeks before the program; materials included prep and follow-up information,

vocabulary, activities, suggestions that were helpful to prepare students for the program; resources and websites were included.

**Describe the way(s) this program impacts your students' learning and how this arts experience correlates with your curriculum.**

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**Check items which made the program a beneficial and creative learning experience for your students:**

- Awareness of an art form
- Awareness of cultural diversity
- Motivation to seek more information about an art form
- Reinforcement of listening skills
- Reinforcement of social skills
- Reinforcement of other skills \_\_\_\_\_
- Extension of curriculum

**Would you recommend this program to other school districts?**

- Yes                       No                       Maybe

**Suggestions to presenter for improvement:**

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**Other Comments:**

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# SAMPLE of EVALUATION Form

## ONLY ONLINE FORMS Accepted!

### Exploratory Enrichment Program

Evaluator Name\*: \_\_\_\_\_ Position: \_\_\_\_\_ Contract #: \_\_\_\_\_  
 (\*required)

|   |                           |
|---|---------------------------|
| Presenter/Organization:   | Program Date:             |
| Name of Program:  |                           |
| District:   | Building:                 |
| # of People Attended  | Grade Level:              |
| Type of Program: _____ Performance<br>_____ Workshop<br>_____ Residency | Curriculum Area/Standard: |

Please rate the program: 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent, N/A

1. **Student Response**                       1     2     3     4     5     NA  
 Students engaged and attentive; response genuine and enthusiastic; minimal restlessness; students eager to participate; students appeared to understand the presentation.
2. **Curricular Quality**                       1     2     3     4     5     NA  
 Presenter skilled and dedicated to the discipline; program appropriate for students' age and curriculum; curriculum presented in enjoyable, engaging manner; appropriate method of delivery.
3. **Educational Quality**                       1     2     3     4     5     NA  
 Content was related to curriculum in unique, creative or innovative manner; there was a context for students' classroom experience; students able to understand aspects of the discipline's process; degree to which program met your curricular needs.
4. **Presenter Interaction w/ Students**  1     2     3     4     5     NA  
 Students encouraged to participate in the program in a meaningful way; presenter reacted to students' question and answer appropriately, used higher order thinking and age appropriate vocabulary; quality of questions (inquiry skills).
5. **Technical Quality of Program**             1     2     3     4     5     NA  
 Presenter easily seen and heard; effective use of materials and technology; creative presentation elements were included; program was well paced and began and ended on time. **OVER →**
6. **Study Guides/Support Materials**     1     2     3     4     5     NA  
 Teacher prep materials were provided; they were well designed and clear; materials arrived at least two weeks before the program; materials included prep and follow-up information, vocabulary, activities, suggestions that were helpful to prepare students for the program; resources and websites were included.

**Describe the way(s) this program impacts your students' learning and how this enrichment experience correlates with your curriculum.**

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**Were the intended outcomes achieved? How?**

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**Check items which made the program a beneficial learning experience for your students:**

- Awareness of the discipline
- Motivation to seek more information about the discipline
- Reinforcement of listening skills
- Reinforcement of social skills
- Reinforcement of other skills \_\_\_\_\_
- Extension of curriculum

**Would you recommend this program to other school districts?**

- Yes                       No                       Maybe

**Suggestions to presenter for improvement:**

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**Other Comments:**

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## LETTER TO NEW ARTISTS/PRESENTERS



Educational Services That Transform Lives

2011-12

Dear New Artist/Presenter,

There are several policies from our Business Office for those participating in Eastern Suffolk BOCES Arts-in-Education and Exploratory Enrichment programs. The policies are as follows:

1. To get you **registered** to be **eligible to apply** to be in the Eastern Suffolk BOCES Arts-in-Education and Exploratory Enrichment online catalogue, we require a completed, signed W-9 with contact name, phone number and email address. Fax, mail or email to our office. Individuals use their Social Security # (SSN); organizations use their Employer ID # (EIN).
2. **\*\*You must complete and sign the Application Form as well as complete the Program Description Form.**
3. **Send us at least two letters of recommendation from schools, libraries, museums or similar educational venues that are required for review of your application.\*\***
4. Be aware that all contracts provided by Eastern Suffolk BOCES to an artist/presenter and relating to an artist's/presenter's presentation in a school *must be signed and returned to the BOCES Arts in Education office prior to* the presentation. The Business Office enforces this policy. The school will be informed if a contract has not been signed **before** the presentation date and the presentation will not be permitted.

On a case by case exception basis, the presentation may be permitted if the signed contract is delivered to the school and faxed to the BOCES Arts in Education office on the day of the presentation as long as the signed contract is delivered **before** the presentation, or the presentation will not be permitted.

5. The enclosed Disclosure Form must be completed by all vendors working through Eastern Suffolk BOCES. Complete the enclosed Disclosure Form and fax or mail it back to the Arts in Education office with your signed W-9. We will then maintain it in our files.

Please note that the Form must be completed whether you are operating as an individual, a partnership or a corporation and the form must be signed and dated.

Thank you for your prompt attention to this matter.

Sincerely,

Carol Brown

## Audience Etiquette

Both staff and children can find tips in this poem for respecting the work of artists by arriving on time and giving performers their complete attention during a program or workshop.

### Concert Manners

When watching shows on TV with your family in the den,  
You might enjoy just sitting back and chatting now and then.  
You may decide to read a magazine or favorite book,  
And while the TV's playing you might never even look.

And if you'd like to run into the kitchen for a snack,  
The actors on the screen would never know if you came back.  
They wouldn't even mind if you got bored and took a nap,  
They wouldn't be insulted if you didn't even clap.

But when you're in the theatre for a concert or a show,  
There are some simple manners that the audience must know.  
Remember not to do those little things that are distracting,  
'Cause live performers need your help when they are busy acting.

You should not talk or chew your gum or get up in the middle,  
And with a noisy candy wrapper, you must never fiddle.  
For if you aren't quiet actors cannot do their best,  
And people sitting next to you will probably protest.

In every concert, show, or play, the audience provides  
An inspiration for performers that you can't deny.  
So use your concert manners now wherever you may go,  
For someday you may find yourself performing in a show!

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## Glossary of AIE Terms

Used with permission of Nassau BOCES Arts-in-Education.

**Arts-in-Education:** According to the New York State Education Department, music, drama, dance, visual arts, reading, writing, storytelling and media arts are included in this classification; all activities that fall within these categories are eligible for NYS aid reimbursement when arranged through BOCES.

**Block Booking:** A quantity discount provided by the artist/arts organization when one or more schools agree to purchase several programs on the same day or within a specified time frame.

**BOCES:** An acronym for the “Board of Cooperative Educational Services.” There are 39 BOCES throughout New York State, not all of which offer arts services to the schools in their areas.

**“BOCES Approved”:** A misnomer; NO programs are BOCES approved because it is not within the purview of BOCES to approve or disapprove of programs. Some artists use this term in their publicity materials. Please ignore it. All arts-in-ed programs contracted through BOCES are eligible for New York State aid reimbursement if they support the New York State Learning Standards for the Arts.

**Contract:** A legal document that, at the request of a Suffolk County school, BOCES issues to an artist/arts organization confirming that certain services will be provided to that school. When the contract is executed, the artist’s fees become eligible for state aid reimbursement to the school district. (Not to be confused with “invoice”).

**Evaluation:** An assessment of the quality and impact of a school Arts in Education (AIE) or Exploratory (EE) program. BOCES provides schools and artists (presenters) with standardized forms that must be completed before the artist can be paid. It also allows for thoughtful reflection on the value of the program to the participating students. Responses from teachers, parents and administrators in Suffolk County schools are put on our AIE database and compiled into an annual Arts-in-Education Program Evaluation Catalogue which is distributed to participating school districts in September of the following school year. Artist(s) receive your evaluations so they too can reflect on the work they have done. Additionally, artist(s) complete an evaluation of working in your school. Their responses are sent to your schools for your review.

**Invoice:** A bill generated by the artist/arts organization at the completion of a program or service. The invoice is a legal document that verifies that services have been completed to the satisfaction of the school. Invoices must be signed by a person authorized by the school district and submitted to BOCES (along with the artist’s evaluation) by the artists directly after a program. This signed document enables payment to be generated.

**Performance:** Generally regarded as an “assembly” program because it is designed for a large group of students with limited student participation in the activities that take place on-stage. Performances can deal with any art form (music, dance, theatre, pantomime,

storytelling, etc.). A well-rounded arts-in-education program provides students with performance, workshop, and residency experiences.

**Residency:** As distinguished from “performance,” a residency is generally a series of workshops designed for, or provided to, the same group(s) of students over a period of time. Residencies generally take place in classroom, a dance studio in the school, an art gallery in the school, etc. The most important features include sequential visits to the same class(es) by the artist who works directly with the students, thus providing a sustained learning opportunity. Process is usually the primary goal. A final product such as a concert, performance, mural, theatre piece, etc. might result from a residency. Residencies provide immediate interaction between artist and student. A well-rounded arts-in-education program provides students with performance, workshop, and residency experiences.

**Showcase:** A sampling of programs available through one or more agencies. Generally the “samples” are shorter in length than a full performance as it would be presented in a school. People looking for programs for their schools often attend showcases to preview the artists’ programs.

**State Aid:** Reimbursement to a school district provided by New York State for Cooperative Services (including the arts) that are contracted through or by a BOCES. Only public school districts are eligible to receive state aid. PTAs, non-public schools, arts organizations, etc. cannot receive state aid. Reimbursement is provided from New York State directly to the school district during the subsequent school year.

**Study Guide:** Teaching materials provided by the artist/art organization which include background information and teaching suggestions related to a given arts program. Generally used by teachers to prepare students for an upcoming event, study guides are important and should be provided by artists who are coming into schools for performances, workshops or residencies. It is also important that teachers use these materials to ensure a quality learning experience for the students.

**Tickets:** Admissions to art museums, concerts, theatre, opera, ballet, modern dance, Broadway shows and other cultural events are considered eligible for state aid by New York State when they are purchased by the school district through BOCES’ Arts-in-Education program. (If you are uncertain as to whether or not an event is “cultural” and eligible for state aid, please call us.)

**Workshop:** Generally a single session during which an artist (or several artists) work with students and their teacher in a classroom or other small-group setting. The goal of a workshop can be to create something together, hands-on, or it can be an opportunity for the artist to describe his/her work in great detail (with less hands-on). Residencies are generally composed of a series of workshops with the same group(s) of students. Workshops are an excellent alternative to assembly programs because they involve students with artists in a “close-up” setting. A well-rounded arts-in-education program provides students with performance, workshop, and residency experiences.